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AUTHOR Fanselow, John
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ABSTRACT

Though the need for a language or languages to describe teacher behavior has been recognized for some time, few systems of analysis exist. A conceptual framework and a set of terms have been developed to describe the messages students and teachers send and receive in second language classrooms. This system is called FOCUS (an acronym for Foci for Observing Communications Used in Second language instruction). These characersitics of messages are noted: the source, e. g., teacher or student; the medium used, e.g., speech, touch, etc.; how the medium is used; the content of the message; and the pedagogical purpose. Though designed as a research instrument to discover how teachers treat errors, what the distinctive features of different "schools" of language teaching are, and which characteristics of messages are most frequent and which least frequent in language classes at different levels taught by teachers with different amounts of training, the instrument has a number of practical uses. Observation guides can be made by extracting categories from FOCUS. These guides can be used as observation checklists to analyze tests and materials, the growth of teachers in teacher education programs, and the extent to which teachers meet competencies that are listed in performance based teacher education programs; finally, the guides can be used as tools in training teachers how to teach second languages. (Author/AM)

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Beyond Rashomon—

Foci for Observing Communications Used in Second Language Instruction

John Fanselow
Box 185
Teachers College
Columbia University
New York City
10027

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Syracuse

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Abstract

Beyond Rashomon—

Foci for Observing Communications Used in Second Language Instruction

The literature on second language teaching methodology contains few descriptions of teaching methods based on a systematic analysis of actual classroom teaching. Though the need for a language or languages to describe teacher behavior has been recognized for some time, few systems of analysis applicable to second language instruction exist. Observers of lessons often act like the characters in the Japanese movie, Rashomon—they each give contradictory and equivocal accounts of an event they have all witnessed.

In an attempt to help second language teachers apprehend the sub-structure of lessons, texts or tests, we have developed a conceptual framework and a set of terms that can be used to describe informal or formal lessons, texts or tests. The observation system is called FOCUS, an acronym for Foci for Observing Communications Used in Second Language Instruction. The purpose of the system is to describe the messages students and teachers send and receive in second language classrooms. These characteristics of messages are noted: the source, e.g., teacher or student; the medium used, e.g., speech, touch, etc.; how the medium is used, e.g., to explain, to rate, to interpret, etc.; the content of the message, e.g., pronunciation, meaning of content words, etc.; the pedagogical purpose, e.g., to prepare for setting tasks, to set tasks, to perform tasks, to react to these purposes (Bellack, et al., 1966). The number of characteristics noted is relatively small. However, just as 103 elements combine to form thousands of chemic compounds, and the 12-tone system can produce jazz, rock and roll or classical music, the great range of exercises and occurrences in language learning situations can be presented through a cross-categorization using a few basic terms.

Though designed as a research instrument to discover how teachers treat errors, what the distinctive features of different "schools" of language teaching are, and which characteristics of messages are most frequent and which least frequent in language classes at different levels taught by teachers with different amounts of training, the instrument has a number of practical uses. Observation guides can be made by extracting categories from FOCUS. These guides can be used as observation checklists to analyze tests and materials, the growth of teachers in teacher education programs, and the extent to which teachers meet competencies that are listed in performance based teacher education programs; finally, the guides can be used as tools in training teachers how to teach second languages.

John F. Fanselow July 1975

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Introduction

One way to look at a second language class is as a place where drills are done, questions are asked, dictations are given, games are played, songs are sung, reading is done, and controlled and free conversation take place. Texts can be examined for their linguistic sequencing, the types of exercises they contain as well as their "relevance." Tests can be analyzed in these terms too, though some would want to add reliability and validity as criteria.

We have all given dictations, asked questions, evaluated and constructed tests, examined texts and inevitably our discussions with supervisors, fellow teachers or teacher educators lead to confusion, haggling, and tiresome digressions because, except for a few vague technical terms such as reliability and validity, the vocabulary we use is made up of words such as "drill," "reinforcement," "mechanical," "pace ": words that are ill-defined and inconsistently used. In addition, we lack a common conceptual framework in which to discuss the classes, texts and tests we are involved with. Often, when second language lessons are critiqued or texts and tests are analyzed, the thrust of the discussion erratically leaps to the advocacy of one particular theory over another or the superiority of one type of exercise over another. But exercises which appear similar may require students to perform very different tasks; conversely, exercises that seem to be different may, when analyzed with depth precision, be similar. The inability to see beneath the surface use of speech, print and other mediums in language situations and the absence of a common language and framework to discuss language teaching lead to a situation analogous to one presented in the Japanese movie, Rashomon: four people give contradictory and equivocal accounts of an event they have all witnessed.

FOCUS—A Conceptual Framework for Analyzing Second Language Teaching

In an attempt to help second language teachers apprehend the sub-structure of lessons, texts or tests, we have developed a conceptual framework and a set of terms that can be used to describe informal or formal lessons, texts or tests. The observation system is called FOCUS, an acronym for Foci for Observing Communications Used in Second Language Instruction. The purpose of the system is to describe the messages students and teachers send and receive in second language classrooms. These characteristics are noted: the source, e.g., teacher or student; the medium used, e.g., speech, touch, etc.; how the medium is used, e.g., to explain, to rate, to interpret, etc.; the content of the message, e.g., pronunciation, meaning of content words, etc.; the pedagogical purpose, e.g., to prepare for setting tasks, to set tasks, to perform tasks, to react to these purposes (Dellack, et al., 1966). The number of characteristics noted is relatively small. However, just as 103 chemical elements combine to form thousands of compounds, and the 12-tone system can produce jazz, rock and roll or classical music, the great range of exercises and occurrences in language learning situations can be presented through a cross-categorization using a few basic terms.

FOCUS—Definitions of Terms: Medium

Though it might be hard for some to agree one-hundred percent with McLuhan's famous dictum that the medium is the message, most would agree that the major difference between many communications is simply the fact that the messages are being communicated in different mediums. Showing a picture of an avocado, holding

up a real avocado, writing the word "avocado" in phonetic script or uttering "avocado" all communicate similar content. Likewise, the mediums are being used in a similar way: they are simply presenting content rather than interpreting, judging or explaining it. In the same way, one may communicate displeasure with a comment, a grunt, an agonized look or by covering one's face with one's hands. In these instances, the amount of information communicated is influenced mainly by the fact that the medium of presentation is different in each case.

In FOCUS, mediums are noted because different mediums communicate different kinds and amounts of information. However, no attempt is made to evaluate or describe the amount or kind of information various mediums communicate; the mediums are simply noted. For ease of discussion, they are categorized into these eight major categories: oral language, para-language, silence, sound, speech organ, three-dimensional visuals, two-dimensional visuals, visual language. Following is a list of the major categories of mediums as well as the sub-categories; they are listed alphabetically rather than in any type of hierarchy. The meanings of the terms approximate those found in dictionaries.

Categories of Mediums

10 oral language: intonation, letters, numbers or letters as labels, phoneme, rhythm, stress, syllable, vocalization, words (individual), words (in groups)

20 para-language: distance, emotion, gesture, movement, touch, etc.

30 silence: not making any noise in an attempt to get students to be quiet

40 sound: humming, music, noise, etc.

50 speech organ: lips, tongue, voice box, etc.

60 three-dimensional visuals: class objects, people, puppets, realia, etc.

70 two-dimensional visuals: cartoon, diagram, erasing, logogram, picture, sketch, space, underscoring, etc.

80 written language: the same sub-categories as in oral language—However, each aspect of language is represented in writing rather than in speech; for example, an intonation contour written on the board would parallel oral intonation; uh on the board would parallel oral vocalization; punctuation would parallel rhythm and accent marks would show stress; a phonetic letter would parallel a sound, etc.

FOCUS—Definitions of Terms: Medium Use

The central characteristic of communications that is noted when using FOCUS is the medium use. The categories of medium use show 9 major ways mediums can be used to communicate the content contained in messages. One additional medium use, called attend, is employed to indicate when other medium uses are attended to rather than communicated.

Categories of Medium Use

(00 attend)
10 comment
20 differentiate
30 explain
40 indicate
50 interpret
60 manipulate
70 present
80 present contrasts
90 transmit

Whether the medium uses are in the form of a command, q question or a statement does not influence the way the medium is used. Thus, saying "Does this word have two syllables?" and "This word has two syllables." are both considered identical uses of the medium of speech. Whether a medium use is in question or statement form or whether the medium is being used to set tasks, to set the stage for subsequent tasks, to perform tasks or to react to the performance of tasks is indicated by noting the pedagogical purpose of the communication (Bellack et al., 1966). These purposes are discussed below under the section entitled: FOCUS—Definitions of Terms: Moves.

Following are the operational definitions and examples of the nine major categories and twelve sub-categories of the medium uses. They are listed alphabetically, not in any hierarchy. Though all communications given in the examples are coded in each section, only those communications that are underlined in each section represent examples of the category they are in. Thus, in example a. under "attend" the direction to read the first paragraph silently is not underlined; the direction is not an example of attend. Following the direction, the person told to read silently does so; the silent reading is underlined; it is an instance of attending. Students as well as teachers may perform all medium uses. Therefore, neither the source nor the target of the communications is given below; the source and target would not alter the medium use.

Definitions and Examples of Medium Uses

00 **Attend to subject matter***

Mediums can be attended to rather than used during activities such as silent reading, continued observation of pictures, directed listening activities, looking at items one is instructed to notice.

a.	Read the first paragraph silently.	91 & 70
	(The person told to read silently does so.)	00
b.	Listen to this song and later I'll ask questions.	91 & 70
	(The person told to listen to the song does so.)	00
c.	Look at these slides of my trip to Atlantic City.	91 & 70
	(The person told to look at the slides does so.)	00
d.	(Underlines the verb in a sentence to highlight it)	70 & 70
	(Person looks at word that is underlined.)	00

10 **Comment about subject matter**

Mediums can be used to comment about subject matter in three ways: analyze, categorize, characterize

11 **analyze—activities such as breaking words up into syllables, indicating what letters words begin or end with, where stress is located, spelling words, diagraming sentences, giving the number of syllables in words**

a.	Does this word have two syllables?	11
	"hyper"	70
b.	Where is the stress in "astrologer"?	91 & 70
	on the second syllable.	11
c.	Diagram this sentence: "Even new garbage stinks."	91 & 70
	(person told to diagram sentence does so.)	11
d.	Circle the second word in the sentence.	91 & 70
	(person circles the second word.)	11

*Subject matter refers to content being dealt with in a learning [illegible] area of study, as distinguished from [illegible] being studied, tested or practiced. In Table 4, Column III, Content, Categories 10-50 are subject matter.

12 categorize--activities such as naming parts of speech and giving names to groups of items, associating words and labels by putting items into divisions or classes

a.	Is this a noun?	12
	"a worm"	70
b.	What part of speech is this? "up"	91 & 70
	a preposition	12
c.	Which of these are nouns?	12
	"up, ghost, blood"	70 & 80
	the second and third	40
d.	(After an error.) Change it to the past.	92
e.	Is this a noun or a verb?	12 & 80
	gone	70

13 characterize--activities such as stating qualities or characteristics of objects or sentences

a.	(holds up a raincoat)	70
	That's for the water.	13
b.	Worms helped make this.	13
	(a comment about a tie the person is holding)	70
c.	Define a horse.	91 & 70
	It has legs.	13
	Something else about horse.	91 & 70
	It's fast.	13

20 Differentiate Subject Matter

Mediums can be used to differentiate between samples of subject matter in three ways: discriminate, rate/accept, rate/not accept.

21 discriminate--activities such as indicating or stating that samples of content are the same or different

a.	Are these the same or different?	91
	holds up two turtles	70
	the same	21
b.	These are pronounced the same:	21
	Night and bite (written on blackboard)	70 & 80
c.	Which is different in sound?	91
	walked, talked, combed	70 & 80
	the third	21
	combed	21

22 rate/accept --activities such as indicating that something is correct, rating a performance positively

a.	Is love the opposite of hate?	50
	yes	40
	Very good	22
b.	Is this correct?	91
	He was eating the food yesterday.	70
	yes	22
c.	The first sentence is right.	22

23 rate/not accept-activities such as indicating that something is incorrect, rating a performance negatively

a.	Is this correct?	91
	The uglys men jumped first.	70
	No	23
b.	When did he go home? (to practice past tense)	70
	He wented home very late.	63
	(shakes head sideways indicating the performance is not acceptable.)	23
c.	Is word order as important in Japanese as in English?	30 & 80
	yes	40
	wrong	23

30 Explain Subject Matter

Mediums can be used to explain subject matter in activities such as defining words, making generalizations or stating rules

a.	Bitzer, your definition of a horse.	91 & 70
	Mr. Grandgrind, a horse is a quadruped. Graminivorous. Forty teeth, namely twenty-four grinders, four eye teeth, and twelve incisive. Sheds coat in the spring; in marshy countries, sheds hoofs too.	30
b.	Present participles in English often end in "ing."	30 & 70
c.	Suburbs are out of the city.	13
	(This is not a 30 because it does not say that suburbs are_____that_____.	

40 Indicate Subject Matter

Mediums can be used to indicate understanding of subject matter in activities such as pointing to items one is told to, circling or underlining words, agreeing or disagreeing with the content presented in yes/no questions or choosing alternatives in either/or questions.

a.	Point to the light switch (to test meaning of switch)	91 & 70
	(Person told to do so points to the switch.)	40
b.	Are cigars bigger than cigarettes?	50 & 80
	yes	40
c.	Turn off the lights. (to test turn, off and lights)	70
	(Person told to do so turns off the fan rather than the lights.)	70
	Point to the lights. (to test lights; point is known)	91 & 70
	(Person told to do so points to the lights.)	40
	Now, turn off the lights.	70
	(Person told to do so turns out the lights.)	70
d.	Does this word have one or two syllables?	11 & 80
	naked	70
	Two	40
e.	Is this correct?	91
	he go	70
	no	23
	(This is not a 40 because the word two cannot be substituted for the word correct; it [illegible] the question makes no sense; essentially, 40 tasks ask for verification.)	

50 Interpret Subject Matter

Mediums can be used to show interpretations of subject matter in activities such as giving synonyms or antonyms, translating words or sentences from one language to another, paraphrasing, finding main ideas versus details, showing the sequencing in paragraphs, inferring or generating new patterns by combining known patterns in new ways

a.	Is "good" the opposite of "evil"?	50
b.	The boy was smiling.	70
	Was he happy?	50
c.	"Love" is another word for"affection".	50
d.	Is "love" the opposite of "hate" or "affection"?	50 & 80

60 Manipulate Subject Matter

Mediums can be used to manipulate subject matter in three ways: imitate, substitute, transform

61 imitate--activities such as: repeating samples of language in such a way that no changes of form or medium are required, imitating actions, copying, all for purposes of learning, acquiring proficiency or helping another hear

a.	Joan of Arc was a cleverer woman than many thought	70
	Joan of Arc was a cleverer woman than many thought	61
b.	Copy this: I don't know if he's a lunatic or a genius. (written on the blackboard.)	91 70
	(Person told to do so writes the sentence.)	61

62 substitute--activities such as filling slots with samples, substituting words in slots

a.	The ugly man ran towards the exit.	70
	gangster, open door	70 & 70
	The gangster ran towards the open door	62
b.	A doctor makes a lot of money.	70
	(holds up a picture of a teacher)	70
	A teacher makes a lot of money.	62 & 70

63 transform--activities such as changing any aspect of the form of samples of language--form includes syntax, morphology, stress, etc.

a.	Where did you live? (said to practice past tense rather than to find out)	70
	I lived in Lagos.	63
b.	The woman who saw the crime did not see well.	70
	plural	91 & 92
	The women who saw the crime did not see well.	63
c.	I'll say a sentence. You repeat it stressing the word I indicate. It's a big red glass.	91 70
	4th word	92
	It's a big red glass.	63

70 Present subject matter

Any mediums can be used to present samples of content in activities such as presenting answers in yes-no questions, giving commands to test meaning of the words in the commands, recalling items, holding up objects, pictures or visual aids as clues or stimuli, presenting samples of language in print or giving models in any medium, "repetition" of a student response by the teacher, translating content from one medium to another.

a.	What's this ugly thing?	91
	(holds up a worm)	70
	a worm	70
	Is this a worm?	70
	(holds up a snake)	80
	no	40
b.	Repeat:	91
	He can't stand eggs for breakfast.	70
c.	Let's all make this sound together:	91
	meow	70
d.	Is this a book?	70
	(Holds up a book)	70
	yes	40
e.	Read this paragraph silently.	91
	(The printed words in the paragraph.)	70
f.	Is this a cigar or a cigarette?	70 & 80
	(holds up a Winston ad)	70
g.	Put the nouns in column 1 and verbs in column 2	12 & 80
	(Many nouns on the blackboard)	70
	(Many verbs on the blackboard)	80
h.	Which one is different?	91
	go, go, goes	70 & 80
i.	Which one is a noun?	12
	slowly, chair	70 & 80
j.	goes	70
	go	61
	goes (stress es)	70 & 92
k.	Draw a camel.	91 & 70
	(person told to draw a camel does so)	70

80 Present Contrasts

Mediums can be used to present contrasts in activities such as asking either/or questions, presenting negative instances or presenting opposites. Medium use 80 can combine with medium use 10, 30, 50, or 70 or their sub-categori

a.	Is this a needle or a pin?	70 & 80
	(holds up a pin)	70
b.	Is this a preposition or a noun?	12 & 80
	up	70
c.	Is this a preposition?	12
	the	80
d.	One has two syllables; the other has three syllables.	11 & 80
e.	You tell me if the sounds I say are the same or not.	91
	p, p	70 & 70
	the same	21
	b, r	70 & 70
	different	91

90 Transmit

Mediums can be used to transmit non-subject matter* in three ways: 91 setting tasks; 92 making comments involving the management of learning or providing information that delimits tasks that are set or helps people perform tasks; 93 sharing personal feelings, information or opinions and making genuine use of forms and words that have been practiced or doing interpretive oral reading à la Richard Burton.

91 instruct--messages that contain content from Table 2, column iii, category 60, direction to perform uses, are coded instruct

a.	Define this word: transparent	91 70
b.	Is this sentence correct? The doll it be on the floor.	91 70
c.	Give me a noun.	91

92 manage--messages that contain content from Table 2, column iii, category 70, management, are coded 92, manage

a.	Today, we're going to have a test.	92
b.	Shut up so I can hear what you are saying!	92
c.	(Uses stern look to get someone to stop tapping desk)	92
d.	We're going to work on gerunds today.	92
e.	(after an error) Change it to the past.	92
f.	Is this a snake? (Wants to know for real.) (holds up a picture of a snake) Yes	91 & 92 70 40

93 utilize--messages that contain content from Table 2, column iii, categories 80, personal or 90, "subject matter" are coded 93, utilize

a.	Did you have a nightmare last night? (Earlier in the lesson "nightmare" had been defined and practiced.) No, but I had one after I saw "Frankenstein" on T.V.	93 93
b.	I like your new shoes; were they cheap?	93
c.	Do you really have six brothers and six sisters?	93
d.	Repeat: I like learning English. (One person mutters this sentence in place of the pattern.) I'll die if I have to keep on saying these "dippy" sentences.	91 & 70 93

*Non-subject matter refers to content being used to set tasks, manage learning, express personal things or converse. In Table 2, column iii, Content, categories 60 through 90 are areas of non-subject matter content.

FOCUS--Definitions of Terms: Content

The content of medium uses is noted in order to show what information they contain. The content of messages is considered either subject matter or non-subject matter. Subject matter refers to content being dealt with in the learning situation as an area of study, as information set apart and being studied, tested or practiced. Non-subject matter refers to content being used to express directions, to manage learning, to share personal feelings or information or to make conversational use of words or patterns used previously. Saying "Give me a match" to test one's understanding of meaning is dealing with content as a subject. Saying "Give me a match" because one really needs one to light a cigar is using content to transmit an actual need. The content of such a message is considered non-subject matter.

Of course, subject matter content can be used as non-subject matter content. If a pattern or word is practiced and later used in a comment, command or question, the information shifts from the subject matter section to the non-subject matter section. The quotation marks around "subject matter" as the ninth category of non-subject matter indicate this dual use of the word subject matter in Table 1 and 2, column iii below.

Within the sections of both subject matter and non-subject matter, further divisions are made to show specific areas of content. Practicing the pronunciation of "jello" versus "yellow," the intonation of "yes/no" questions or the origin of the word "nice" are instances in which the sub-categories of pronunciation, intonation and origin would be used. Following is a list of the 5 major categories of subject matter content and the 4 major categories of non-subject matter content together with the sub-categories. All areas of content are listed in alphabetical order.

Definitions and Examples of Content

Subject Matter Content

00 Multiple or non-focused

Whenever more than two areas of form or meaning are communicated, the content of the communication is labelled multiple.

10 Form

When the linguistic rather than the semantic aspects of a communication are being attended to, commented on, differentiated, etc. the content of the communication is labelled form. Presently, 8 sub-categories of form are being used; though the statements used to illustrate the sub-categories indicate areas of content explicitly, communications that only imply a particular area of form are coded in the same way.

11 function word: Prepositions are what we call words like these: up, down.

12 intonation: Let's say it with falling intonation.

13 pronunciation of phonemes: I want you to say /s/, not /z/. Let's work on vowels today.

14 rhythm: The sentence should not be said word by word.

15 stress: Say beret, not beret.

16 usage: Saying "I'm gonna" at a formal party may be considered impolite.

17 word form: Present participles end in ing; past participles end in en. The third person singular ends in s.

18 word order: Color precedes material and material precedes object in English: white woolen hat, not woolen white hat or hat white woolen.

20 Meaning

When the semantic rather than linguistic aspects of a communication are being commented on, differentiated, explained, indicated, interpreted, practiced, presented or contrasted the content of the messages is labelled meaning. Presently, 10 sub-categories of meaning are being used. Though the statements used to illustrate the sub-categories indicate areas of content explicitly, communications that only imply a particular area of content are coded in the same way.

21 connotation: Saying something is cheap may not be as well received as saying something is inexpensive. Social level, dialect, usage, etc.

22 content words :This is a snake. (holding up a snake)

23 culture: When speaking English, it is probably better to look at the person you are talking to; Americans at least seem offended when they cannot have some eye contact with the person they are talking with.

24 figurative language: "He's as tight as a rusty door hinge" means he is stingy.

25 form: communicating information about the meaning of any aspect of form 11-18 above: The word glass refers to the material; when we add the function word a the meaning is changed to a container to hold liquids for drinking.

26 formula: Thank you, good evening, hello.

27 idiom: "Flying high" does not necessarily mean one is in an airplane; it can mean simply that one is very happy; the happiness can be the result of events or of drugs.

28 organization: The main idea of the paragraph is that very few purse snatchers are caught. The sequencing of the paragraph is chronological.

29 origin: The word hippopotamus comes from two Greek words meaning water horse.

49* situation: For this dialog, we'll pretend we are in a quiet store with a clerk who hates noise.

*This number is not sequential because the number 30 is reserved for another category; the number 49 is available and is used for that reason.

30 Mechanics of writing

When the formation of letters or punctuation is being practiced or tested or when spelling is done, the content of the communication is labelled mechanics of writing.

40 Mechanisms of speech

When the speech organs are the subject of the communication, the content of the communication is labelled mechanisms of speech.

50 Medium use

In a structuring move, a teacher may give a number of examples like this: 1) I'm going to the store. 2) He [illegible] 3) He's going to the store. 4) Question form 5) Is he going to the store? The medium use of all of these is simply "70, present." The content of all of the communications is form. However, in order to show that the teacher was also manipulating some of the models given, model 3 is double coded "18, word order" and "62, substitute"; model 5 is also double coded "18, word order" and "63, transform

Category 50, medium uses, can also be used to differentiate different types of practice exercises. Repeating a definition of a horse and repeating the word horse both involve content words. To show the fact that the repetitions are very different, they are double coded. After the area of content that is being presented or practiced, the medium use is noted. Thus, repeating a definition of a horse would be coded "22+30." This shows that an explanation of a content word is being repeated rather than just the content word itself. Repeating a statement such as "The word horse is a noun" would be coded "22+12." This indicates the fact that the categorization of a content word is being repeated rather than simply a content word itself. Whenever communications involve medium uses, they are double coded using the number of the appropriate medium use.

Non-Subject Matter Content

60 Direction to perform uses

This category of non-subject matter content is used to show the medium use requested in an instruction. If a person says "Repeat" the content of the instruction is medium use "61, imitate." If a person says, "What's this?" the content is medium use "70, present."

70 Management: communications that involve the management of learning activities but do not involve the setting of specific tasks are labelled management. Presently, fifteen sub-categories of management are being used.

71 behavior accepted: indicating that the effort one has made is good; encouraging or shaping the behaviors that are desired by the class or the teacher; accepting correct answers is medium use "22, rate--accept" because subject matter is being rated; "behavior accepted" is used for rating non-subject matter content

72 behavior not accepted: indicating that the effort one has made is not acceptable; discouraging behaviors that are not desired by the class or the teacher; not accepting correct answers is medium use "23, rate--not accept" because subject matter is being rated; "behavior not accepted" is used for rating non-subject matter content

73 change: indicating that communications should be louder or softer, smaller or larger--"Write it larger; say it louder, etc." and complying with the direction

74 check: communicating the message, "Is that what you said?" or answering this type of question with "yes" "no" or concurring with silence

75 direction to ask questions: indicating to others that they are to ask others questions or make statements to others--"Ask her a question." "Say something to her." or complying with the direction

76 direction to correct: indicating that someone should correct a communication he or someone else made+--"Correct your answers." or "Correct his response." or complying with the direction

77 direction to stop: indicating that someone who is communicating should stop communicating--(teacher holds up hand like a policeman as a student begins to say an incorrect answer) or complying with the direction

78 discipline: indicating that the communications taking place are out of order or indicating that such communications should stop--"It's too noisy in here. Stop talking." or complying with the direction

79 procedure: when information about how students are to proceed is given this category is used; other numbers from the content column are used when information about specific areas of content are mentioned--e.g., "Singular" after an error in number would be coded with a 79+17 meaning that information about word form was given

97* routine administration: taking attendance, passing out books, etc.

98* salute: indicating specific students; when the "salutation" is after the task has been set use 98; when it is before the task, use 94

66* show: emphasizing parts of a communication or telling others to be attentive--"Listen carefully"; in the communication "He went," the verb is stressed to draw attention to it; underlining serves the same purpose and is coded the same way

67* transition: communications that contain no other areas of content and seem to be made only as a marker to show that one activity is ending and another is beginning

68* understanding+: communications indicating understanding--"Ah, so that's what it means" "I understand now"

69* understanding-: communications indicating lack of understanding--"I don't know that word" "I don't understand what you said." Tasks that are set because the person soliciting really does not know the answer are coded with an extra message, 159269, to indicate lack of understandi

*These numbers are not sequential because the number 80 is reserved for another category; the numbers 97, 98, 94, and 66 through 69 are used because they are available.

80 Personal

Communications containing or implying the words you or I are labelled personal. Presently, we are using 5 sub-categories of personal.

81 personal feeling: expressing joy, disbelief, happiness: laughing, crying, groaning, making statements such as "This is great; I love this or that."

82 personal imagination: expressing descriptions of mental images or pretending.

83 personal information: communicating personal information such as one's age, place of birth, profession, address

84 personal opinion: communicating opinions, likes and dislikes about any aspect of subject matter or non-subject matter or about anything else; when an opinion about a specific aspect of content is expressed, the communication is double coded: "I like the statement 'He's flying high'" would be coded "84 , personal opinion and 27, idiom"

85 personal "procedure": exchanging cigarettes, passing personal objects around for others to handle or observe are examples of personal procedure

90 "Subject matter"

Whenever any specific area of subject matter is communicated in a conversation the communication is coded with the number of the specific aspect communicated; the medium use "93" preceding the area of content differentiates it from other communications containing specific areas of content. For example, if the word nightmare is explained rather than used in conversation the medium use "30, explain" will precede the area of content rather than "93, utilize."

FOCUS—Tables Showing Categories of Medium, Medium Use and Content

Table 1, below, shows the major categories of FOCUS. Column i contains the 8 categories of medium; column ii contains the 9 categories of medium use; column iii contains the 9 categories of content.

Table 2, below, shows the major categories and sub-categories of FOCUS. Column i contains the 8 categories of medium and 47 sub-categories; the categories are open. Column ii contains the 9 categories of medium use and the 12 sub-categories. Column iii contains the 9 categories of content and the 38 sub-categories; the categories are open.

Table 1 Three Characteristics of Communications Noted with FOCUS: Medium, Medium Use, Content--Major Categories

i Medium	ii Medium Use	iii Content	
0* language	0 attend	0 multiple or non-focused	
1 oral 8 written	1 comment	1 form	
	2 differentiate		SUBJECT MATTER
	3 explain	2 meaning	
	4 indicate		
2 para-language	5 interpret		
	6 manipulate		
		3 mechanics of writing	
3 silence	7 present	4 mechanisms of speech	
4 sound	8 present contrasts	5 medium uses: Column ii, 0-9	
5 speech organ	9 transmit	6 direction to perform uses: Column ii, 10-99	NON SUBJECT MATTER
6 three-dimensional visuals		7 management	
7 two-dimensional visuals		8 personal	
		9 "subject matter" 1-4 above	

*Elsewhere in the description of the categories each one is referred to as a two digit number; the "0" has been removed from each category here to highlight the fact that there are 8 categories of medium, 9 categories of medium use and 9 categories of content: the numbers in the Table parallel the number of categories.

Table 2 Three Characteristics of Communications Noted with FOCUS: Medium, Medium Use, Content—Categories and Sub-Categories

i Medium	ii Medium Use	iii Content
00 language	00 attend	00 multiple or non-focused
10 oral 80 written	10 comment	10 form
02 intonation—⌐¬ 82	11 analyze	11 function words: article, aux. verb, prep., pro., etc.
03 letter—a,s,q,l 83	12 categorize	12 intonation
04 number—2,40,10 84	13 characterize	13 pronunciation: cons., vow.
05 phoneme—/ae/ 85	20 differentiate	14 rhythm S
(06 phonemes)—/paen/ 86		15 stress U
(07 phonemes)—/əpaen/87	21 discriminate	16 usage B
08 rhythm—:,?. 88	22 rate/accept	17 word form: agree., cont., J
09 stress— ' 89	23 rate/not accept	negation, numb., tense, etc. E
(10 syllable—/iŋ/ 90		18 word order C
11 syllable—ing 91	30 explain	20 meaning T
(12 vocalization)—/ə/ 92		21 connotation
13 vocalization—uh 93	40 indicate	22 content words: adjs., M
14 word—pan 94		advs., nouns, verbs, etc. A
15 words—a pan 95	50 interpret	23 culture T
20 para-language		24 figurative language T
21 distance	60 manipulate	25 form: 01-18 above E
22 emotion		26 formula: thanks, hello R
23 gesture	61 imitate	27 idiom: flying high
24 movement	62 substitute	28 organization
25 touch, etc.	63 transform	29 origin
		49 situation
30 silence	70 present	30 mechanics of writing
		40 mechanisms of speech
40 sound	80 present contrasts	50 medium uses: 99, 10-93
41 humming		
42 music		
43 noise, etc.	90 transmit	60 direction to perform uses 10-99 under medium use
50 speech organ		70 management N
51 lips	91 instruct: iii,60	71 behavior--accept O
52 tongue		72 behavior--not accept N
53 voice box, etc.	92 manage: iii,70	73 change: louder, alter
		74 check/query S
60 three-dimensional visuals		75 direction to ask ?'s U
61 class objects		76 direction to correct B
62 people		77 direction to stop J
63 puppet		78 discipline E
64 realia		79 procedure about ±01-99 C
65 real live things, etc.		97 routine T
		98 salute: ...Ali; 94 Ali...
70 two-dimensional visuals		66 show/emphasize M
71 cartoon		67 transition: O.K. A
72 diagram	93 utilize: iii,80+90	68 understanding+ T
73 erasing		69 understanding- T
74 logogram		80 personal E
75 picture		81 feeling: disbelief, joy R
76 sketch		82 imagination: I'm in a sub.
77 space		83 information: age, origin
78 underscoring, etc.		84 opinion: 10-70 above
		85 "procedure," etc.
		90 "subject matter" 10-40 above

FOCUS—Definitions of Terms: Messages

The term message is used to refer to the combination of the three characteristics of communications noted in FOCUS: medium, medium use and content. Communications with only one medium, medium use and area of content contain only one message. Communications with at least two mediums, medium uses or areas of content contain more than one message. Any change in medium, medium use or content within communications with the same pedagogical function signals a separate message.

Communications containing one message

a. Most nouns have singular and plural forms. (on board)

one medium: 95, written words*
one medium use: 30, explain
one area of content: 17, word form

b. Be quiet! (said orally)

one medium: 15, oral words
one medium use: 92, manage
one area of content: 78, discipline

Communications containing two messages

a. Change this sentence into the past: (printed in text)
The dollar is a very valuable piece of currency. (printed in text)

one medium: 95, written words
two medium uses: 91, instruct
70, present
two areas of content: 60:63, direction to perform use: transform
17, word form

b. What's this? (said orally)
(holds up a snake)

two mediums: 15, spoken words
65, real live things
two medium uses: 91, instruct
70, present
two areas of content: 60:70, direction to perform use: present
22, content word

*The numbers for the categories are from Table 2, columns i, ii and iii above.

FOCUS—Definitions of Terms: Moves

Messages alone out of context have little meaning. They make sense only in relation to their pedagogical purpose. The communication "I hate your new hat," said while pointing to someone's new hat contains two messages: one verbal and one non-verbal. If these messages are communicated in reaction to a hat they mean something entirely different than if they are presented as models to be imitated or as responses to tasks that have been set.

Messages are grouped together according to their pedagogical function (Bellack et al., 1966). Messages that set the stage for subsequent behavior and exercises or alter the direction of the class, text or test by changing the topic are called structuring moves. Those messages that set tasks or ask questions considered soliciting moves. Performances of set tasks and answers to questions are responding moves. Messages that modify previous moves or are called forth by previous moves are labelled reacting moves. All moves may be communicated by both teachers and students. Move boundaries are signalled by shifts in purpose within messages or by a change in the source or target of a message. Here are some examples to illustrate these four move types:

Some Structuring Moves*

a. t: Today, we're going to play games—but quiet ones!
b. t: (passing out objects) You want this, you take this, etc.
c. t: Now, let's stop playing, we'll get serious and learn something.
d. s: (writes a number of words on the blackboard he does not understand hoping that the teacher will clarify the meaning later in the class)

Some Soliciting Moves

a. t: Repeat after me, "If I had the money, I'd quit."
b. t: (nods toward student indicating that he answer a question)
c. s: What do the letters "U.F.O." stand for?
d. t: Would you like a blue fez like this to wear to parties?
e. s: (looking at a fellow student) Did you do your homework?

Some Responding Moves

These are all responses to the soliciting moves above.

a. s: If I had the money, I'd quit.
b. s: I don't know the answer.
c. t: A UFO is an unidentified flying object; you can read all about this type of object in The National Enquirer.
d. s: I don't even wear normal hats.
e. s: No, but he probably won't check.

Some Reacting moves

a. t: That was fantastic!
b. t: I like your new clothes.
c. t: Now, the most typical is [illegible] (reference to the lecture)
d. t: I don't know how many times [illegible]

*A programmed sequence has been developed by Carol Tuttle for those interested in learning to write structuring moves.

Conceptual Framework and Definitions of Terms: Summary

In the conceptualization presented here, second language classes are seen as places where mediums are used by teachers and students to communicate content. Eight major categories of medium,* nine major categories of medium use and nine categories of content are used to describe teacher and student communications. A communication made with one medium used in one way containing one area of content is called a message. Messages are grouped together into larger units called moves. Messages that prepare for subsequent behavior are called structuring moves. Messages that set tasks or ask questions are called soliciting moves. Messages that perform tasks or answer questions are called responding moves. Messages that comment on any other moves are called reacting moves. Shifts in medium, medium use or content indicate boundaries of messages; shifts in source, target or pedagogical purpose indicate boundaries of moves.**

Just as the game of chess involves an almost infinite number of combinations of 32 chess pieces over 64 squares, second language teaching can be seen as the combination of 8 major categories of medium,* 9 major categories of medium use and 9 major categories of content into an almost infinite number of messages. These messages in turn combine in a great number of ways to form a very large number of different moves. Moves in turn combine in a great number of ways to reflect the varying patterns of classroom behavior.

Uses of FOCUS—Teacher Development

Though comprehensive coding of transcripts or video tapes is useful for learning the categories of medium, medium use and content in FOCUS, for teacher development the number of categories is too large to permit coding of live lessons and too time consuming to code recorded lessons. Therefore, observation guides are made by extracting categories from FOCUS and placing them in a two-way matrix. The exact format of the matrix used for coding lessons is determined by the type of questions one wants to ask about the lesson to be analyzed, but each matrix contains one set of categories from FOCUS along the left margin and another set along the top of the sheet. Each sheet also contains a place to note the length of time observed so comparisons can be made of the incidence of behaviors in set amounts of time.

In order to examine what medium uses teachers and students employ, for example, a matrix is used in which the categories of medium use from Table 2 Column ii, are listed along the left margin and the four move types are arranged across the top. Each column is divided into two; the left part of the column is reserved for teacher communications and the right part for student communications. A line "/" is used to represent verbal communications, a check mark "√" for non-verbal communications; a slash through the line or check mark indicates errors: "⊁" or "√̸"; communications in a non-target language are shown by underlining the line or check mark: "$\underline{/}$" or "$\underline{\surd}$".

*The major categories mentioned to here are presented above in Table 1. The major categories together with sub-categories are presented above in Table 2.

**Obviously, these cannot be learned by reading the definitions just presented; one must work with the examples to understand them and be able to apply them. A convenient method to learn the terms is presented.

Format for Recording Teacher (t) and Student (s) Medium Use

Medium Uses / 4 Move Types	structuring		soliciting		responding		reacting	
	t	s	t	s	t	s	t	s
00 attend								
10 comment								
20 differentiate								
30 explain								
40 indicate								
50 interpret								
60 manipulate								
70 present								
80 present contrasts								
90 transmit								

Start of Observation_____ End of Observation_____ Time elapsed_____

At first, perception of what has been done during different activities is clarified simply by labelling and counting behaviors and seeing their frequency. When students are encouraged to ask questions, what medium uses do they employ most frequently? When students are divided into groups and left on their own, what frequencies of medium uses emerge? When individual students assume the role of a teacher, what medium uses are most popular? What medium uses are spoken in the vernacular and what ones are spoken in the target language in bilingual classes? What medium uses do inexperienced teachers use and what ones do experienced teachers use? These questions are only suggestive of the range possible in analyzing only one characteristic of communications noted in FOCUS, the medium use.

Soon, questions about relationships between different communications can be asked. Knowing the number and types of medium uses for example can lead to questions about relationships between medium uses. What medium uses consistently precede those in which students transmit personal information? Are medium uses "30, explain" and "50, interpret" followed by opportunities for students to show that they understand the explanations and interpretations? In short, are they followed by medium use "40, indicate" on the part of students? The format above for recording teacher and student medium use would have to be altered to examine these relationships between medium uses—an easy matter and a necessary step.

The numbers in this column are from Table 2, Column II, medium use, above. For a more detailed analysis, the sub-categories of medium use could be used as well.

Though counting variables observed and discussing their relationships can be helpful, discussing classroom behaviors in relationship to assumptions about learning or about the way we use language in real life can be even more helpful. Seeing the extent to which theories of language use or principles of learning are translated into practice can provide deeper insight than descriptions alone. The power of the guides made from FOCUS as well as the tallies produced from them are increased in proportion to the strength of the hypothesis one wishes to examine.

Carroll has stated that information about critical features of a skill can aid learning if the information presented is understood (1971: 112). Medium uses that would indicate the teacher's translation of this theoretical consideration into practice would be "10, comment" and "30, explain." If teachers and students never made use of sub-category "11, analyze" and sub-category "12, characterize" and never made explanations, category 30, one would have to conclude that the theory that information about critical features can aid learning was not being translated into practice.

Teachers who believe that risk-taking is crucial to learning would have to teach classes in which student-initiated soliciting and reacting moves were observed. In addition, student solicits about the correct form and meaning of language would require teachers to confirm hypotheses about how the target language worked. If there was no evidence that students asked questions of their teacher and no evidence that the teacher responded to student questions with medium use "40, indicate," evidence that risk-taking was occurring would not be present.

One way to see the extent to which teachers are making use of redundancy would be to tally the mediums other than speech that are used. The power of a communication is increased if for example a visual medium is used together with an oral medium. Of course, examining mediums other than speech that are used is critical not only because of what we know about the positive effects of redundancy. Using more mediums allows teachers and students more means of expression; to touch, to express joy and pain, to grimace—these need to occur if we really believe that the language class is a place for communication to take place. Though speech is obviously an important medium, others need expression. Discussing the range of mediums teachers and students use in lessons in relation to the assumption that redundancy can aid learning and in relation to the assumption that to express ourselves completely we cannot limit ourselves to speech alone adds strength to a discussion of mediums.

The use of contrasts is considered valuable by many learning theorists (F. Smith, 1971); in a review of the research on the psychology of language learning, Carroll comments specifically on the use of contrast in language learning (1971:111). To study the translation of this theory into practice, solicits need to be examined.

Basically, all solicits that set tasks contain a minimum of two messages: a sample presented in some medium and a direction to perform a medium use with the sample presented. "Define the word bear." contains a sample of language and a direction to do something with the sample. The classic second language solicit, holding up an object like a magician and expecting someone in the class to name the object, contains two messages: a non-verbal sample and an implicit direction to present the name of the object. Therefore, it too contains the two basic messages of all solicits that set tasks, a sample and a direction to do something with the sample.

One way to increase or decrease the difficulty of a solicit is to provide more than the two messages consisting of a direction and a sample. In a "yes/no" question, more than a direction and a sample are provided—a third message contains the answer as well. In the solicit, "Is this a noun? up" three messages are communicated: 1. a direction to indicate the veracity of the statement; 2. the comment that the word "up" is either a noun or not a noun; 3. the sample "up."

In an "either/or" question, to the third message in a "yes/no" question is added still a fourth message, a distractor or contrast. Though one can make a matrix of the three usual types of questions easily enough, a tally of the different types of questions obscures the fact that questions such as "Which ones are nouns and which ones verbs?" and "Which one is correct?" or "Which one is a two syllable word?" are really "yes/no" questions if they contain one option and "either/or" questions if they contain an option along with a distractor or contrast. The matrix below makes it possible to tally genuine "question word" questions and false "question word" questions that rightly belong in categories of either "yes/no" or "either/or" questions because the questions are described in terms of messages. By highlighting category "80, present contrasts," it also makes it possible to tally contrasts clearly and accurately.

Contrasts can also be looked at in the area of content and medium use. Asking a student whether he is holding a snake or a worm is of a different order than asking him if the word "snake" is a noun or whether the snake is a symbol of evil in some cultures. Likewise, discussing the pronunciation of a sound is different from discussing the intonation of a sentence. The matrix below also allows one to examine the extent to which contrasting medium uses and areas of content are being used.

Format for Recording Teacher Solicits to show use of Contrasts in Medium Use and Content

Area of Content / Medium Use* Combinations	11* function words	12* intonation	etc.	Examples to Illustrate Combinations of Medium Use
91 10 70 (2 messages) ? word			//	Direction to comment & sample How many syllables does "bing" have? What part of speech is "bing"? Say something about "bing."
91 40 70 + 10 (3 messages) yes/no			//	Direction to indicate & sample + comment Does "bing" have two syllables? Is "bing" a noun? Do worms make "bings"?
91 40 70 + 10 + 80 or 91 40 70 + 80 + 10 + 10 (4 messages) either/or			//	Direction to indicate & sample + comment + contrast Direction to indicate & sample + contrast + comment Does "bing" have two syllables or four? Which is an adjective? "bing" or "binres"

[Continued on the next page]

*These numbers are from Column ii and iii, Table 2, above.

Format for Recording Teacher Solicits to show use of Contrasts in Medium Use and Content--continued

91 20 70 + 70 (3 messages)				Direction to differentiate & sample + sample Are these the same? "bing" "bing" Are these different? (holds up a "bing" in each hand)
91 20 70 + 70X (3 messages)				Direction to differentiate & sample + incorrect sample (a typ Which is correct? "he is" "he are" of co Are these the same? "he is" "he are" trast
91 20 70 + 80 (3 messages)				Direction to differentiate & sample + contrast Are these alike? "bing" "ging" Are these the same or different? (holds up a "ging" and a "bing"
91 0 70 (2 messages) ? word				Direction to explain & sample Define "love." How are "plurals" formed in English?
91 40 70 + 30 (3 messages) yes/no				Direction to indicate & sample + explain Does "love" mean liking another so much that you do a great deal to please the person? Are "plurals" formed with sibilants"
91 40 70 + 30 + 80 (4 messages) either/or				Direction to indicate & sample + explain + contrast Does "love" mean liking another so much that you do a great deal to please the person or that one would try to displease the person? Are "plurals" formed with sibilants or function words in English?

[The other medium uses would continue to be listed in this way. Without the explanations and examples the guide is of course less crowded than this one.]

Feedback in learning in general and language learning in particular has been considered vital by almost all learning theorists. To a behaviorist, feedback in the form of reinforcement is vital. To one who sees learning as information processing, information about appropriateness of responses and information about how it is incorrect is vital. To one who studies the way we use language in ordinary discourse, a reaction such as "very good" after a student makes a genuine comment would be seen as the breaking of a rule of discourse and a quick way to stop the conversation.

To examine the way one treats student communications, these sub-categories would be noted: medium use "22, rate/accent"; medium use "23, rate/not accent"; medium use "92, manage," content "71, behavior accent"; medium use "93, manage," content "72, behavior not-accent." A matrix listing these categories along the left and the type of student communication being reacted to across the top is presented below. Lines "/" are used for representing verbal communications; check marks "✓" are used for representing non-verbal communications.

Format for Recording Teacher Reactions to Student Communications

Type of Student Comm. / Teacher Reactions	student communication with correct subject matter	student communication with incorrect subject matter	student acceptable social behavior	student unacceptable social behavior
22 rate accept				
23 rate not accept				
92 manage—71* behavior accept				
92 manage—72* behavior not accept				

Start of Observation_____ End of Observation_____ Time elapsed_____

Using a Reaction Guide to compare one's behavior during different class activities might help one see underlying relationships between different classroom techniques as well as help one see one's reactions. For example, a teacher might see that he contradicts himself when he says (1) he does not believe in saying "no" to a student and (2) his students and he both love games. If this teacher codes an excerpt from a lesson in which a game was played using the Reaction Guide, he will see that a game involves negative evaluations: each error in a game is followed by the subtraction of a point; this would be coded "23, rate/not accept." Seeing that in fact he did indicate non-acceptance during a game without any ill effects might lead to trying a negative evaluation such as saying "no" after errors when not playing a game.

A more detailed analysis of reactions can be made by studying teachers' feedback in the treatment of errors. To study this point, the categories of medium use that occur in the moves immediately following the error are listed along the left margin of the matrix. Across the top, the areas of content are listed so that it will be possible to see the extent to which the treatment of different types of errors varies.

To study the congruence between the error made and the content of the medium use that follows the error a line "/" is used to stand for congruent content and a check mark "✓" is used to stand for incongruent content. Telling someone to add "d" or saying "past" after an error such as "I paddle past him quickly during the race last week." would be examples of treatments that would be noted with a line to show congruence between the error and the treatment. Pointing to a picture of men paddling or pantomiming a person paddling would be noted with a check mark to show that the content of the treatment was incongruent with the problem. The problem is in the past tense form of the verb; holding up a picture of a person paddling gives information about the meaning of the verb, not the form of the verb. Holding a sock closer to a student after he says "shock" for "sock" would

*These numbers are from Column iii, Content, Table 2, above.

constitute another example of a treatment that was incongruent. Holding a sock closer to someone gives the person information about the meaning of the response perhaps, but in the case of "shock" the problem is one of pronunciation so information about the form of the word is needed rather than the meaning. A great deal of the lack of clarity so often commented upon in critiques of lessons is due to this lack of congruity between moves.

To study the relationship between treatment and effect of treatment, the lines and checkmarks that are followed by corrected responses can be underlined. Corrections made in a vernacular rather than a target language could be noted by circling them. Student corrections can be indicated by putting a small slash through the line "/" or check mark "✓" used to represent congruent and incongruent information. Any guide can be increased in effectiveness by the addition of small variations of the coding symbols. The initial confusion caused by using lines and checkmarks to stand both for verbal/nonverbal and congruent/incongruent dissipates very quickly.

Format for Observing the Treatment of Error

Medium / Area of Content / Use Following Error	Form: function word	Form: intonation	Form: etc*	Meaning: connotation	Meaning: content words	Meaning: etc*	Description of the Medium Use
23—rate/not accept							no; shaking head sideways
70—present							giving the answer, e.g. walked*
92—manage							again, repeat
92—manage + subject matter content							telling how to correct, e.g., change to the pas
91—instruct							setting a new unrelated task; ignoring error
23—rate/not accept plus 70 present							no, plus the answer, e.g no, walked, no, /t/
23—rate/not accept plus 92 manage							no, try again
23—rate/not accept plus 92 manage plus subject matter content							no and info. about how to correct, e.g., no, (gestures with thu over shoulder to indic past)
70—present plus 92 manage							giving the answer and showing where the erro is, e.g., walked (stres ing the final sound)
23—rate/not accept plus 70 present plus 92 manage							no, giving the answer showing where the erro is, e.g., no, walked (stressing the final sound)

Start of Observation _____ End of Observation _____ Time elapsed _____

*The other areas of Form and Meaning can be added under the categories in column III, Content, in table 2 above.

These guides are only four out of many that can be developed by juxtaposing basic elements of FOCUS in a two-way matrix. Acceptable evidence supporting the translation of a particular theory into practice can be reflected in ways other than those presented here as well. Furthermore, there are other theories of language use and language learning that have not been mentioned here. The point is not that these specific guides must be used nor even that FOCUS itself must be used; the point is that some language of teacher behavior is needed for discussing lessons. At the conclusion of a conference on teacher education, a participant related St. Paul's comment on self-perception to the use of observation instruments in teacher education programs:

> . . .St. Paul said, "Ye shall be compared to a man beholding his own countenance in a glass, for he beheld himself and went his way, and presently forgot what manner of man he was." This is what happened to these student teachers. They saw themselves on television teaching. They saw all the mistakes they made, and God knows there are lots of them. They saw what little they did right. Then, they turned the projector off and they went back to the classroom, and whatever they did had nothing to do with what they saw of themselves, as they did not know how to perceive themselves. A language of teacher behavior provides a vocabulary for self-perception for the teacher (Burkhart, 1969:63).

The categories of FOCUS provide one language of teacher behavior.

Of course, telling a second language teacher not to talk too much makes use of a language of teacher behavior too. A teacher may, after listening to a tape of his class, conclude that sometimes he is not clear and state this fact to a peer or a supervisor. In a way, this type of comment also is a language of teacher behavior in that everyone using the terms has a sense of what they mean. The problem is often that everyone's sense of the meaning of certain terms is different. One difference between using terms from an observation system and terms from our own experience is that the terms in systems are operationally defined. As a result, different people describing different events or different people describing the same event will arrive at similar perceptions. There are other differences between the types of comments often heard after lessons are critiqued and the type of information provided by an instrument such as FOCUS.

1. Comments such as "He talked too much." or "He is not clear." are judgments rather than descriptions. FOCUS is designed as an instrument to be used to describe behavior in second language situations, not judge it. The system itself is largely neutral; there is no need to feel threatened by any of the categories. The person using the system to describe his own teaching or the person being observed can feel confident that no hidden elements will be described.

2. All elements in FOCUS are part of a conceptual framework so different activities and techniques can be described using the same basic terms. Games, different types of drills, dictations, reading lessons and all other activities are seen as moves in which 8 major categories of medium can be used in one of nine ways to communicate subject matter or non-subject matter content.

3. A coding system abstracts behavior; therefore, it can help to reveal underlying meaning as well as surface behavior.

4. In coding systems, a common unit of analysis is used so precise comparisons between the same teacher over time or between different teachers is possible. When systems are not used, no common unit of analysis is available other than the length of time observed.

In short, a system such as FOCUS provides at once a diagnostic tool, an outline of alternative possibilities and an instrument to measure change. In the first instance, a teacher can describe teaching at a base line. Behaviors listed in a guide and found infrequent but desirable can be incorporated into one's lesson plans. The lesson in which the new behaviors are attempted can be recorded and coded; tallies can then be made and compared with the base line. Along the way, questions about relationships between messages teachers and students use can be examined. The extent to which behaviors reflect one's theoretical beliefs can be investigated as well.

Uses of FOCUS--Analysis of Materials and Texts

The guides developed from FOCUS for class observation are easy to use for describing materials and tests. Coding tests given in a class and class activities and comparing the moves and messages in both reveals the extent to which what is expected in class parallels what is expected in examinations. Coding a number of texts on the market would provide one with an objective description that might be helpful in materials selection.

Uses of FOCUS--Descriptive Research

Though FOCUS is useful in developing guides for use in teacher development and provides one type of lens for materials and test analysis, it was originally developed as a research tool to use in describing patterns of behavior in second language classes. The initial motivation to develop a descriptive instrument came from Carroll's suggestion in 1971 that the manner in which teachers treated errors and taught the form and meaning of the target language warranted investigation. Reviewing the research done before 1971, he had this to say:

> . . .even though there has been considerable research on "teacher behavior," that research has focussed on such things as "classroom climate" and student-teacher interaction patterns, largely neglecting the teacher's ability to manage learning behavior. Thus, the teacher's ability to manage learning behavior remains one of the most unexplored, unstudied variables in educational research (Carroll, 1971: 113).

To study one aspect of the management of learning, the treatment of error during oral work, eleven experienced teachers were video taped teaching a lesson on adjective word order. When no descriptive system could be found to code the teachers' treatment of errors, FOCUS was developed.

FOCUS has been modified greatly since its first use in studying the treatment of error. As it has become more refined, it has also become more comprehensive and as a result, other uses for it have evolved, such as the observation guides. It has also become clear that once the tapes of lessons are coded noting the source, target, move type, medium, medium use, content and additional features such as errors made, non-target language used, etc.*, the computer cards can be re-run through the computer for investigating other questions. Each question calls for a new program, but no additional coding is necessary.

*The features presently being used are presented in Appendix I.

Though the questions outlined above that teachers can ask about their own teaching provide valid starting points for analysis and are being investigated, a number of central questions are being investigated at the same time. The distinctive underlying features of different "schools" such as the silent way, Berlitz, situational reinforcement, audio-lingual and others are being described. Originators and advocates of schools describe what they would like to see done in classes, not necessarily what is done. Moreover, each originator stresses the unique characteristics of his own school and uses his own terms. Often, an inefficient feature of one school that is only rarely used is compared with a very efficient feature of another school. One cannot really see common threads and contrasting patterns of different schools unless one describes them using a common unit of analysis and commonly defined terms.

Heretofore, comparison of methods studies have tended to describe different schools rather imprecisely. The degree to which different schools are in fact different in practice can be investigated more thoroughly with an instrument such as FOCUS because, through comprehensive coding, communications in classes can be described very precisely. As patterns of teacher and student communications are studied in classes supposedly taught differently, some consistently effective patterns of moves and messages may be discovered. Should particular teachers of particular schools in fact develop certain desired language skills especially well, then models based on these teachers' execution of the school could be made. (Coded excerpts from three schools are presented in Appendix II.)

Another issue being studied is the extent to which behaviors in second language classes at the college level and at the elementary school level in both monolingual and bilingual programs parallel behaviors found in content classes such as science, English, social studies and mathematics. Hoetker (1968) has reviewed the descriptive studies of content classes. The title of his review of the research reveals his finding: his article is entitled, "The Persistence of the Recitation." The extent to which particular characteristics of messages dominate second language classes as recitation has dominated most other classes has yet to be shown.

Uses of FOCUS—Competency Based Teacher Education

Part of the rationale for the competency movement in teacher education is to pressure teachers and teacher educators into specifying what they do (Elam, 1971). To develop CBTE, instruments such as FOCUS must be urgently applied to describe present teaching practices for aid in developing competencies if performance-based teacher certification is to mean more than a rewriting of earlier teacher development programs. Furthermore, teachers presenting themselves for certification in a competency-based program must be described, if not assessed, with some type of instrument. Though there is a danger that certain types of detailed descriptions may lead to atomized descriptions of teaching, describing behaviors to develop performance based criteria, writing competencies and assessing the degree to which the competencies are met within a conceptual framework such as the one represented by FOCUS should have the opposite effect, especially if the descriptions are based on sound principles of language use and learning.

In The Silent Language, Edward Hall speaks of technical learning, informal learning and formal learning (1959: 63-91). In the training of teachers heretofore, technical learning has been limited to the presentation of content teachers are expected to teach. Thus, second language teachers have been taught a language to discuss phonology, morphology and syntax. Some have been taught the technical language of socio and psycho-linguistics. But in preparation for the teaching act itself, informal and formal learning have been dominant. Talking about what should not be done and giving short demonstrations or telling teachers what would be good to do—these constitute informal and formal teaching. CBTE provides an opportunity to make the teaching of the teaching act itself more technical. Instruments designed to describe teaching technically can help in taking advantage of the opportunity CBTE has presented.

On another level, elements of FOCUS can be used to discuss the way a supervisor is teaching a teacher or the way a teacher educator is running a teacher education program. The 9 medium uses provide 9 means of communicating methods, language learning theory and content. Just as the range of medium uses is limited in some language classrooms, the range of medium uses is limited in some critiquing sessions and in some teacher education programs. FOCUS can be used to remind teacher educators that if their students are expected to use a wide range of medium uses in classes, they must as well. When some teachers in training fail to reach a particular set of competencies they will be able to see the behaviors they are not using; they will also be able to see the behaviors their trainers are not using.

Uses of FOCUS—Summary

The uses of an observation instrument for research and teacher development overlap. Discovering patterns of teacher behavior that lead to desired student behavior through descriptive research contributes to teacher development. In the same way, teachers who ask questions about their own teaching, materials and tests, collect and analyze data to answer their questions contribute to research. Competency based teacher education will improve teaching only to the extent that research results are translated into practice; and the extent that teacher development takes place can only be measured by systematic observation with instruments such as FOCUS. The extent to which a teacher education program provides a range of experiences for its students can also be seen more clearly through systematic analysis.

Conclusion

The present organization of FOCUS represents a stage in our thinking. As we code, the reliability and validity of the instrument are being improved. In addition, patterns of units larger than the move are being examined. No matter how complete or valid any system is, though, it cannot be totally comprehensive. Interaction analysis systems such as Moskowitz's FLint provide particular insights (Moskowitz, 1971, 1973). Observation checklists provide others (Politzer, no date; P. Smith, 1970). Questionnaires provide another kind of information (Hayes et al., 1967). Intuitive comments can be perceptive and helpful as well (Jackson, 1968). Methods-books, linguistic and psychological information provide still other insights. Looking at a flower through a lens shows things that one cannot see through a feather. But looking at a flower through a feather provides an impression a lens cannot. What one needs to "see" determines the instrument one must use. Some would argue for smelling flowers. In every search, the more instruments one uses the more different insights one is likely to get.

For too long, we have sought advice only from psychologists, linguists, authors of methods-books, advocates of particular "schools" or sets of tests or materials, and researchers who did comparison of methods studies. In addition to seeking help from such experts, let us look carefully and systematically at what we ourselves and other members of our own group of practicing teachers do both in schools and in language learning situations outside of schools. Our descriptions of such complex phenomena will never be exactly the same, nor will the interpretations of the coded data. Such scientific accuracy divorced from personal insights may not even be desirable. However, by observing systematically with instruments, separate accounts of learning situations will be more reliable and valid on at least one level, and the Rashomon effect, whereby the "headsets" and preoccupations of the participant/observers so filter perception that they give varying and contradictory versions of the same event, can be superseded.

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Appendix I Definitions of Features of Mediums, Medium Uses, Content and Moves

Here is a list of features we are presently using to note additional information not indicated by the categories in the system itself. Within each section, the features are listed in alphabetical order. Two types of symbols are used to represent the features: numbers and abbreviations. The numbers are used when coding lessons directly on FORTRAN coding forms. The abbreviations are used when coding following the format presented in the examples in this paper. Features of moves are represented by one letter abbreviations; features of mediums, medium uses and content are represented by two letter abbreviations.

Features of Moves

1 corrective—used after moves that occur after errors and are designed to correct the error "c"
2 deferred—used after moves that set tasks or make announcements about future work; assigning homework would be an example of a deferred move "d"
3 interrupted—applied to moves that are stopped as they are being performed "i"
4 interrupter—applied to the move that causes an interruption "n"
5 mediated—applied to moves to show that they are continuations of interrupted moves or that another move has been made in between the move and a previous one it is related to "m"
6 simultaneous—applied to moves that occur at the same time; a teacher may mouth the answer to a question as a student says it for example "s"
7 undeveloped—applied to moves that are started but not continued; uncodable moves are labelled as undeveloped moves "u"
8 wait time—applied to moves followed by 3 seconds or more of silence "w"
9 work double—when two tasks are set in one solicit and two or more performed in one response this number is added as a feature of the solicit and response; when a structuring or reacting move contains more than 6 messages, the extra messages are put on a separate card and the number noted as a feature of the moves "x"

Features of Mediums

1 confusing—applied to mediums that are not clear and do not communicate "cn"
2 distorted—used for language that is unnatural; exaggerated language is shown by coding with mediums such as stress, intonation and rhythm; the way some first-grade teachers speak to children would be considered distorted "di"
3 [incorrurent]—this feature is in brackets because it is really a feature of content; however, there is no room to code it as a feature of content so it is included here; whenever the content of initiatory and reflexive moves is incorrurent and as a result leads to confusion, the fact is noted by adding the number "3" to the medium "in"
4 intended distorted—this feature refers to unnatural language that is used intentionally "id"
5 [intended incorrect]—this feature is in brackets because it is really a feature of content; however, there is no room to code it as a feature of content so it is included here; if a teacher or a student knowlingly presents incorrect content to illustrate some aspect of language, to show a contrast or ask that the error be evaluated, the fact is noted by adding the number "4" to the medium "ii"
6 paralinguistic—the number "6" is added to the medium when it is [illegible]
7 mouthed—when a person [illegible] does not let any air come out of the mouth the fact is noted by placing the number "7" after the medium "mo"
8 [illegible] than usual and with more force the fact is noted by adding the number "8" to the medium "ar"

9 whispered—the number "9" is added to the medium when communications are uttered with no voicing "wh"

Features of Medium Uses

1 different—when one is asked to answer a question, but instead repeats the question that was asked, one is performing a task different from the one set; we want to show when this type of mis-match takes place; we also want to show the medium use that was used in place of the one requested; if one is asked to answer a question but instead repeats the question the fact is noted by placing a 1 before the medium use like this "1-61" "df"

2-4 multiple—if there is more than one medium use that is presented with the same medium and content, then a number is placed next to the medium use to show that many instances of the medium use were presented; when 2 medium uses are communicated a "2" precedes the medium use, a "3" for 3 medium uses and a "4" for more than three medium uses; numbers are used for all codi

5 [non-sense words]—this feature is in brackets because it is really a feature of content; however, there is no room to code it as a feature of content so it is included here; the classic use of non-sense words of course was "Twas brillig. . ." but "boinguage" of course and any other non-sense words that show the form of a language but have no meaning are coded "5" "ns"

6 non-target language—any use communicated in a language other than the one being taught is noted by putting a "6" next to the medium use "nt"

7 role-playing—when role-playing is being done, a "7" is added to the medium use; to differentiate "role-playing" from "playing with language" mediums and content are used; "role-playing" usually involves the medium of emotion; "playing with language" would not usually involve the medium of emotion; specific use of 3 dimensional visuals is noted by adding a"7" to the medium use too; "Extend this rod is fucile and this rod is folsed" is an example of this "rp"

8 student correct—whenever a teacher repeats a student answer or incorporates a student answer into a lesson the fact is noted by adding the number "8" to the medium use "sc"

9 treatment of error ignored—when an error in a reaction, solicit, response or structuring move is not treated in any way in the subsequent moves, the number "9" is added to the medium use in which the error occurs "te"

Feature of Content

incorrect—when an error is made, the area of content that is incorrect is noted; an incorrect word would be "22" in the column reserved for errors; omissions are coded as errors; a gesture that a teacher uses that is incorrect would be noted by adding a "23" in the column reserved for errors if the error was a cultural one "ic"

multiple—when the content is focused but multiple, numbers are added to column 75 to note the fact; in an unfocused repetition the sample would be coded 99 and the 99 would mean that the move had un-focused content; if the 99 were followed by a number in column 99 it would mean that many areas of content were being communicated and there were simply not enough spaces to list them all with the separate messages; therefore, a number from 1-9 is put in column 99; if the number is hard to decide then a 9 is added; a 9 means clear focus on many areas of content but the exact numb cannot be decided;an 8 is used when the number is clear but more than 7; when the number is clear, then a number is used to represent the areas of content involved; working on an adjective, a noun and word order would be noted with a 3; working on the origin and connotation of a word would be 2, etc.; if only two areas of content are being worked on and form is not involved then 99 would be used and the number in column 75 would refer to two areas of meaning

Appendix II Transcribed Excerpts from Lessons Coded with FOCUS

Excerpt 1: Berlitz Trained Teacher*

Line No.	Transcribed Lines from Lesson	Source	Target	Move Type	Message 1 Medium	Message 1 Medium Use	Message 1 Content	Message 2 Medium	Message 2 Medium Use	Message 2 Content	Message 3 Medium	Message 3 Medium Use	Message 3 Content	Message 4 Medium	Message 4 Medium Use	Message 4 Content	Message 5 Medium	Message 5 Medium Use	Message 5 Content	Message 6 Medium	Message 6 Medium Use	Message 6 Content
1.	t: O.K. So we were talking	98**	91**	1**	1	4	7044**	1	4	9267**	1	5	9279**									
2.	about "suburbs."																					
3.	Does anyone know what "sub-	98	91	2	1	5	9130	1	4	7044												
4.	urbs" are?																					
5.	s_1: Out of the city.	01	98	3	1	5	1364	1	5	1344												
6.	t: Right. Out of the city.	98	01	4	1	4	2253	1	4	2264	1	4	2244	1	5	7053						
7.	s_2: Queens?	35	98	2	0	2	9140	1	4	7044	0	2	9269									
8.	t: Queens?	98	35	2	1	4	7044	0	2	9274												
9.	No, it's not a suburb,	98	35	3	1	4	4064	1	4	4044	1	5	3044	1	5	8044						
10.	it's another borough.																					
11.	O.K.																					
12.	How long have you lived in	98	91	2	1	5	9170	1	5	7099	1	4	9267									
13.	the city? (to test meaning)																					
14.	s_3: I have lived for two months	02	98	3	1	4	7064	1	5	7099												
15.	the city.																					
16.	t: Hm, hum.	98	02	4	1	3	2264	1	3	2264	1	3	2299									
17.	(points to another student)	98	04	2	2	0	9279	2	3	9298												
18.	s_4: For about two year.	04	98	3	1	5	7064	1	5	7099												
19.	t: Hm, hum.	98	04	4	1	3	2264	1	3	2264	1	3	2299									
20.	O.K.																					
21.	Does your (pointing to s_4)	98	36	2	2	5	9383	2	3	9294	1	4	9267									
22.	apartment have central air-																					
23.	conditioning? (really wants																					
24.	to know)																					
25.	s_5: Central heat but no air-	36	98	3	1	5	9383															
26.	condition.																					
27.	t: Did you have it at home?	98	36	2	1	5	9383															
28.	s_5: No, I don't.	36	98	3	1	5	9383															
29.	t: I mean before you came to	98	36	2	1	5	9266															
30.	this country.																					
31.	s_5: Ahmm	36	98	4	1	3	9268															
32.	No, no,	36	98	3	1	4	9383															

*These behaviors do not necessarily represent ideal practices of the schools presented; they represent individual teachers who consider themselves trained in the methods of [illegible].

**The numbers used in this column are taken from Table 3 below.

***The numbers and abbreviations used in this column are from Appendix I above.

Excerpt 2: Silent Way Trained Teacher

Line No.	Transcribed Lines from Lesson	Source	Target	Move Type	Message 1 Medium Medium Use Content	Message 2 Medium Medium Use Content	Message 3 Medium Medium Use Content	Message 4 Medium Medium Use Content	Message 5 Medium Medium Use Content	Message 6 Medium Medium Use Content
1.	t:(puts colored rods on table;	98	91	1	647022	757034	857013			
2.	posts chart of letters in									
3.	different colors:1 color =1									
4.	sound;hangs a picture of man)									
5.	Sumiko, take a yellow rod and	98	01	2	159170	157099	627034	647041	149294	
6.	give it to her. (points to s_2									
	(rods are present)									
7.	s_1:(picks up a yellow rod and	01	98	3	327064	327064	327064	327099		
8.	gives it to s_2)									
9.	t: Belkis, take an orange rod	98	02	2	159170	157099	647041	757034	149294	
10.	and give it to him.(picture)									
	(rods are present)									
11.	s_2:(places orange rod by pict.)	02	98	3	327064	327064	327064	327099		
12.	t: (points to s_1 to speak, to	98	01	2	209170	627034	647041	648041	239294	
13.	s_2 to receive rods; to two									
14.	red and two blue rods,									
	(task implied,not stated)									
15.	s_1:Take two blue rods and two	01	98	3	157064	157064	157065	157099		
16.	red rods and give zem to her									
17.	t: (looks at s_1;points to /z/	98	01	2	209279	857009	858009	239294		
18.	and /th/ on word chart)									
	(task implied,not stated)									
19.	s_1:Give them to me.	01	98	3	157064	157064	157065	157099		
20.	s_3:(places two red and blue	03	98	3	327064	327064	327065	327099		
21.	rods in front of s_1)									
22.	t:(points to s_2 to speak; to s_1	98	03	2	209170	627034	647041	648041	757034	239294
23.	& picture & two red rods and									
24.	one green one task implied)									
25.	s_3:Take two red rod. . .	03	98	3	157064	157064	157065	157064	157099	
26.	t: (holds up hand to stop s_3)	98	03	2	239277					
27.	(holds up fingers of left	98	03	2	209279	239279				
28.	hand, points to thumb to									
29.	signal start; touches a									
30.	finger for each word with									
31.	fingers of other hand)									
32.	s_3: Take. . .two. . .red...rod	03	98	3	157064	157064	157065	157064	157099	
33.	t: (at the word "rod" shakes 4th	98	03	2	209279	239266				
34.	finger to signal that a									
35.	word needs changing)									
36.	s_3: rods	03	98	3	147038					
37.	t: (silence indicates continue)	98	03	2	209279					
38.	s_3: Take two red rods and give	03	98	3	157064	157064	157065	157064	157099	
39.	them to her and one green									
40.	one and give it to him.									
41.	s_1: (takes rods and places them	01	98	3	327064	327064	327065	327064	327099	
42.	correctly)									

Excerpt 3: Audio-lingual Trained Teacher

Line No.	Transcribed Lines from Lesson	Source	Target	Move Type	Message 1 Medium Use Content	Message 2 Medium Use Content	Message 3 Medium Use Content	Message 4 Medium Use Content	Message 5 Medium Use Content	Message 6 Medium Use Content
1.	t: I'm (points to self) holding a	99	91	2	149161	157099	327045	627034	647044	
2.	(moves hand up and down to il-									
3.	lustrate "holding") sock.									
4.	(has a sock) Repeat:									
5.	I'm holding a sock.									
6.	ss: I'm holding a sock.	91	99	3	156164	156164	156164	156164	156199	
7.	t: Good. I'm holding a sock.	99	91	4	142261	142264	142264	142264	142264	142299
8.	(points to s_1 to repeat)				157061	157099				
9.	You're holding a sock.	99	01	2	209161	157099	327045	627034	647044	239295
10.	(holds the sock out with one									
11.	hand and points to self with									
12.	other; task implied not said)									
13.	s_1: You're hold a sock.	01	99	3	156164	156164	156164	156164	156199	
14.	t: (looking at s_2 with sock int's	99	02	2	209163	157099	327045	627034	647044	239295
15.	hand) What am I holding?									
	(transform task implied)									
16.	s_2: You're hold a sock.	02	99	3	156364	156364	156364	156364	156399	
17.	t: (throws sock to s_2)	99	03	2	329297					
18.	What are you holding?	99	03	2	209163	157099	327045	627034	647044	23929
19.	s_3: I'm hold a sock.	03	99	3	156364	156364	156364	156364	156399	
	t: Right.			4	142264	142264	142264	142264	142264	142299
20.	t: He's holding a sock.	99	03		156363	156399				
21.	I'm wearing a tie. (takes a	99	91	2	149161	157099	327045	627034	647044	
22.	tie from bag and puts around									
23.	neck & points to self as he									
24.	says "I") Repeat: I'm wearing									
25.	a tie.									
26.	s_4: I'm wearing a tie.	04	99	3	156164	156164	156164	156164	156199	
27.	t: Good.	99	04	4	142261	142264	142264	142264	142264	1422
28.	I'm wearing a tie.				157061	157099				
29.	Take this. (gives tie to s_5)	99	05	2	159297	329297				
30.	Are you wearing the tie or	99	05	2	159140	147045	148045	327045	647044	
31.	holding the tie? (s_5 is holding									
32	the tie)									
32.	s_5: I am nold the tie.	05	99	3	154064	154065	154064	154064	154045	1540
33.	t: (nods head vigorously)	99	05	4	232256	232264	232265	232245		
34.	He is holding the tie.				156358	156345				

Table 3 Coding Numbers for Characteristics Noted with FOCUS

Source (8-9)* 01-34 female student$_1$ to f.s.34; 35-68 male student$_1$ to m.s.34; 69 unidentified student; 70-89 group$_1$ to group$_{19}$; 90 unidentified group; 91 class; 92 class and teacher; 93 female informant; 94 male informant; 98 female teacher; 99 male teacher

Target (10-11): same numbers as for Source

Move (18): 1 structuring; 2 soliciting; 3 responding; 4 reacting

Features of Moves (19-20&75): 1 corrective; 2 deferred; 3 interrupted; 4 interrupter; 5 mediated; 6 simultaneous; 7 undeveloped; 8 wait time; 9 for sol & res more than one card & one task and for str & rea more than one card; 1-9 areas of content in column 75

Medium (21,27,33,39,45)

99 language
- 10 oral
- 80 written
  - 02 intonation 82
  - 03 letter 83
  - 04 number as label 84
  - 05 phoneme 85
  - (06 phonemes) word 86
  - (07 phonemes) words 87
  - 08 rhythm punc. 88
  - 09 stress 89
  - (10 syllable) 90
  - 11 syllable 91
  - (12 vocalization)/ /92
  - 13 vocalization 93
  - 14 word-no article 94
  - 15 words 95

20 para-language
- 21 distance
- 22 emotion
- 23 gesture
- 24 movement
- 25 touch

30 silence

40 sound
- 41 humming
- 42 music
- 43 noise

50 speech organ
- 51 lips
- 52 tongue
- 53 voice box

60 three-dimensional visuals
- 61 class objects
- 62 people
- 63 puppet
- 64 realia
- 65 real live things

70 two-dimensional visuals
- 71 cartoon
- 72 diagram
- 73 erasing
- 74 logogram
- 75 picture
- 76 sketch
- 77 space
- 78 underscoring
  - 31 letter made with a gesture
  - 32 doing things with 3-dimensional objs.
  - 33 vocalization and speech

Medium Use (23,29,35,41,47)

99 attend 89

10 comment
- 11 analyze 51
- 12 categorize 52
- 13 characterize 53

20 differentiate
- 21 discriminate 54
- 22 rate/accept 55
- 23 rate/not accept 56

30 explain 57

40 indicate /connect 58

50 interpret 59

60 manipulate
- 61 imitate 61
- 62 substitute 62
- 63 transform 63

70 present 64

80 present contrasts- 65
distractors in perfect form

90 transmit

91 instruct- - - - - - -91- -

92 manage- - - - - - - -92- -

93 utilize- - - - - - - 93- -

-93- -

Content (25,31,37,43,49)

99 multiple or non-focused

10 form
- 11 function words:31 article 32 aux.v 33 prep. 34 pronoun
- 12 intonation
- 13 pronunciation 09 consonants 19 vowels
- 14 rhythm
- 15 stress
- 16 usage
- 17 word form:35 agreement 36 contraction 37 negation 38 number:sing/pl 39 tense
- 18 word order 47 letters,etc.

20 meaning 48 sentence form
- 21 connotation
- 22 content words:41 adjs. 42 advs.43 & 44 nouns a&c
- 23 culture 45 verbs 46 n.of l.
- 24 figurative language
- 25 form: 01-08 for 11-18 above
- 26 formula
- 27 idiom
- 28 organization
- 29 origin
- 49 situation

30 mechanics of writing /spelling

40 mechanisms of speech

50 medium uses: 69,51-93

60 direction to perform uses 10-99 under medium use

70 management
- 71 behavior—accept
- 72 behavior—not accept
- 73 change:louder,alter
- 74 check/query
- 75 direction to ask ?'s
- 76 direction to correct
- 77 direction to stop
- 78 discipline
- 79 procedure about 01-99
- 97 routine administration
- 98 "salute":...All;94 All...
- 66 show/emphasize/locate
- 67 transition
- 68 understanding+
- 69 understanding- real tasks

80 personal
- 81 feeling
- 82 imagination
- 83 information
- 84 opinion—01-99
- 85 "procedure"

90 "subject matter"

[Features of Medium]
Message 1, 57
Message 2, 58 etc. to 61
1 confusing
2 distorted
3[incongruent]
4 intended distorted
5[intended incorrect]
6 mechanically reproduced
7 mouthed
8 shouted
9 whispered

[Features of Medium Use]
Message 1, 62
Message 2, 63 etc. to 66
1 different
2 multiple, 3, 4
5[non-sense words]
6 non-target language
7 role-playing/symbol
8 student comment
9 treatment of error not given

[Feature of Content]
Message 1, 67&68
or as errors occur use the number from this column that the error is in, e.g. an error in stress would be noted by putting 15 in column 67&68

*These numbers in parentheses refer to the columns on the FORTRAN cards where these variables are to be punched.